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ABSTRACT

The major factors affecting successful recruitment and utilization of school volunteers are reviewed in this booklet. The possibilities opened by such programs and the control that can be exercised over them are stressed in the opening pages of the document to encourage program implementation and assuage unnecessary fears. A 17-step process for setting up a districtwide program is outlined next; it includes such activities as assessing needs, establishing an advisory committee, developing program goals, selecting an organizational structure, reviewing relevant regulations, recruiting, planning, and evaluating the program. The booklet then discusses the recruitment, selection, orientation, and training of volunteers in more detail. Efforts schools can make to meet the needs and raise the morale of volunteers, take advantage of older volunteers, and fund the volunteer program complete the information provided in the document. References to successful programs illustrate the suggestions made in the text. Appendices include typical job descriptions for volunteers and sample forms for use in requesting volunteers, processing applicants, and evaluating volunteer contributions. (PGD)

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SCHOOL VOLUNTEER PROGRAMS

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Everything you need to know to start or improve your program

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SCHOOL VOLUNTEER PROGRAMS

Everything you need to know to start or improve your program

Nobody ever said it was going to be easy.

A poster bearing this thought hangs in many a teachers' lounge. It's true. Teaching isn't easy. How can one person help 25 children, or even more, to learn and achieve at their optimum?

But how different teaching would be if each classroom teacher had reliable assistants who were creative, patient, tactful, resourceful, enthusiastic, sensitive to the needs of children—assistants who follow instructions and ask for direction while using their own talents and unique skills. Such assistants could handle many small crises and answer many questions, keep records and help with logistics—and thus free the teacher for what she or he was trained to do: to teach.

If each teacher had such helpful assistants, the teacher could then become a classroom manager, the person who plans the teaching strategies, selects learning materials, directs the learning experiences of the students and

evaluates student progress. The teacher could spend more time with instruction and less with non-teaching tasks which are time-eaters.

Many American teachers *do* have such assistants in their classrooms. Some are paid paraprofessional aides—and many are non-paid volunteers. These volunteers are versatile and capable and reliable. They give children extra drill and reinforcement in phonics, sight words, spelling rules, number facts and multiplication tables. They help give extra attention in the early years, before a pattern of failure and frustration becomes established. They talk with older students about careers, training opportunities and college selection; they help in science labs and vocational courses; they tutor in basic skill areas.

These "new" school volunteers are dedicated, well-trained and committed. They view their volunteer work as an opportunity to learn new skills as they "make a difference" in the classroom and in the lives of children.

Some of these volunteers are trained to tutor in reading or math. Some create learning centers or help students to learn research skills. They type stories dictated by young students. They help children learn cursive handwriting. They share their hobbies and travel experiences. They teach rug-weaving or tatting and other nearly forgotten crafts. They talk about their careers and of their satisfactions in the world of work. Students interview older volunteers about history they have experienced first-hand. They ask these Living Historians about what it was like to live in London during the bombings of World War II, about life in the Great Depression, about growing up on a farm at the beginning of this century. Some volunteers become "Listeners" who work on a one-to-one basis with selected children and become their adult friends and role models.

"Every day my volunteer comes, I get an extra hour to teach," one teacher said. But volunteers do more than extend the teacher's teaching time. Volunteers bring their varied backgrounds, career experiences, skills and resources into the classroom and enrich the learning environment. They bring time and patience, love and understanding, which pays off in greater motivation to learn, better school attendance, and improved achievement. They tell other citizens and taxpayers about the school's problems and successes, and they stimulate greater citizen understanding and support

for school programs. More than one school bond issue has passed because the community was involved in the school's instructional program.

Who are these volunteers and where did they come from?

Unlike a generation ago, when most volunteers were parents, today's school volunteers come from many segments of the community. They are parents, grandparents, people who live near the school, and high school and college students who earn academic credit for their volunteer work as they explore career options. Some are retired business executives who want to stay involved and who enjoy helping children learn. Some are employees of nearby businesses and industries who get released time to tutor or be classroom assistants.

Such valued helpers do not just "drop in" and offer their services to the school. Each has been recruited, interviewed, screened and given orientation as part of an organized school volunteer program. Each such program is different because it is designed to meet specific local needs through use of that community's resources.

Channels for involvement

District-wide school volunteer programs with paid professional coordinators exist throughout the United States. They have a variety of program goals and staffing patterns. Some volunteer programs concentrate on giving extra individualized help to primary readers; others work only with handicapped children. Community organizations such as the Junior League or the American Association of University Women have sometimes started school volunteer programs which were then assimilated by the school system. Some programs started within the school system and a few have now incorporated outside the school system as non-profit organizations in order to receive funding from foundations and corporations.

Many school volunteer programs are comprehensive and offer a wide variety of services to children. Some have existed for more than 25 years and have developed their own training manuals to assist with orientation and training, forms for interviewers to use in screening applicants, forms for teachers to request volunteers, and forms for students, volunteers, teachers and administrators to use in evaluating the program in order to strengthen it. (See appendices for sample forms.)

Concerns of teachers

Although school volunteers provide so much extra help, some teachers and principals are hesitant about inviting them into their classrooms.

Sometimes teachers are not eager to work with volunteers because they know that such a commitment requires an additional responsibility. They know that it takes time to plan for effective utilization of a volunteer's services.

Some teachers do not like the idea of having another adult in the classroom. They don't want to be "observed" and possibly judged. Some are concerned

that volunteers might replace professional trained personnel or "take over" a classroom. A few believe that *only* trained teachers can teach.

> The fact is that school volunteers work ONLY at the request of and under the direction of a teacher. No school volunteer program can succeed if it assigns volunteers who are not requested.

Many teachers, principals, superintendents and school boards simply do not know that thousands of capable volunteers and hundreds of thousands of volunteer hours are available for the asking, and that the price of this assistance is the salary of a coordinator plus some secretarial help and minor costs of supplies and printing.

If your school staff and community do not know what volunteers are doing in school systems across the country, tell your teachers, administrators and lay citizens that:

- In Houston, 2000 volunteers are trained each September to screen all 15,000 of that city's kindergarten children for conditions which may hinder their ability to learn—visual and hearing impairment, problems with language, gross or fine motor development;

- In Miami, trained reading and math tutors worked with students in grades two to six who were one or more years below national norms; children who worked with volunteers gained significantly more in reading and math achievement than non-tutored students;

- In Los Angeles, 3000 older school volunteers perform a variety of tasks, including tutoring in reading, math and English-as-a-second-language, serving as classroom grandparents and classroom aides, helping with administrative tasks; many work with handicapped children; turnover is low;

- In Cleveland, middle school students were trained to be summer Book Buddies for first graders who had just learned to read;

- In Oakland, volunteers helped primary children to perfect motor skills by giving them an extra hour each week to work on balance beams and mats, performing programmed exercises in gymnastics;

- In Canton and Zanesville, Ohio, vision volunteers record learning materials, transcribe books into Braille, and supply tactile materials to train fingertips to perceive and comprehend;

- In Portland, Ore., volunteers helped high school teachers to instruct sophomore health classes in cardiopulmonary resuscitation, and volunteer registered nurses staffed health rooms in 11 Portland high schools, documenting their volunteer hours to maintain their licenses;

- In San Francisco, the school volunteer program, in cooperation with eight companies, has formed Corporate Action for Public Schools (CAPS), which provides volunteer assistance in many forms, including released time for employees to tutor in the schools and help with career exploration;

- In Ithaca, N.Y., volunteers operate a career and college counseling center in the high school each day during lunch period to help students explore career possibilities and make wise college choices;

- In Livingston County, Mo., Retired Senior Volunteer Program (RSVP) volunteers worked in every elementary school last year, playing learning games, reviewing missed lessons and helping as needed;

- In rural Roane County, Tenn., 489 volunteers who served on a regular basis during a recent school year gave 55,078 hours (the equivalent of 52 fulltime persons working 30 hours a week with and for children); 87 hours of training were available to volunteers and 23 hours of in-service training were given to teachers.

How to set up a district-wide program

No precise recipe exists for establishing *the* perfect school volunteer program, but coordinators of successful programs report that these 17 steps are essential *before* you recruit the first volunteer. Rearrange the steps to fit the needs of your program.

1. Examine your needs.

What problems can school volunteers help with? Desegregation? Absenteeism? High school dropout rates? Academic achievement? In what areas, at what levels? Could volunteers help high school students learn how to balance a checkbook, apply for a job, become informed consumers and responsible citizens? Could volunteers help students learn basic competencies? Could they help handicapped children to achieve educational goals and objectives outlined in their Individualized Educational Programs?

2. Investigate the climate.

Do teachers want volunteers? Are they willing to plan so that the volunteers' time is well used? If you encounter teacher and administrative resistance, one of your first steps will be to educate them about what school volunteers are doing in other communities.

3. Talk with representatives of all the groups you will want to involve in your school volunteer program.

Discuss your ideas first with the superintendent and with school board members, teachers and the teachers' organization, principals, the PTA and other parent groups. Talk with senior citizens' organizations, such as the Retired Senior Volunteer Program (RSVP), and to retired teachers; the Chamber of Commerce and service clubs; to leaders from business, industry and labor; women's groups such as the Junior League, the National Council of Jewish Women, American Association of University Women, League of Women Voters, Business and Professional Women's Clubs; men's groups such as the Kiwanis, the Rotary, the Lions and the Elks; nearby community colleges and universities.

4. Assess your resources.

Where do you find support and strength to assist in your planning? Discuss with community representatives what makes your community unique. What can the community contribute to improve your schools? What does the community expect of its graduates?

5. Set up an advisory committee.

Be sure to involve *all* groups whose support you will seek as you begin to plan your school volunteer program and set policy for it. Good school volunteer programs begin with the thinking, planning and involvement of the whole community and all segments of the school staff.

6. Select goals for the program which have specific, measurable objectives.

If your goals are to raise student achievement in reading and math, reduce absenteeism in the high school, and improve the community's attitudes and involvement in the schools, how will you know whether these goals have been achieved? If your volunteers are to work to improve third grade math computation skills and sixth grade reading comprehension, you may decide to give these students pre-and post-tests and to have a control group of students with similar abilities which will not work with volunteers.

7. Establish a system for recording volunteer hours and types of contributions.

At the end of the school year you will want figures to report to the community which reflect your program's achievements and degree of involvement.

Record the hours of training as well as hours of volunteer contributions. These records will be valuable to volunteers who list their volunteer experience on resumes and job applications.

8. Decide on your organizational pattern.

Who will supervise the overall school volunteer program for the district? A former teacher or principal? A volunteer? What types of skills should that person have? Draw up a job description for the district-wide school volunteer coordinator, and for any other paid staff member. Determine who will interview and screen applicants and select the program coordinator. Who will coordinate the volunteer program within the individual schools? Will each school have an advisory committee? Many successful school volunteer programs operate with two chairpersons at the building level, one a teacher or other staff member who coordinates teacher requests for volunteers, the other a volunteer who recruits and works with volunteers. Both assist with training and orientation. Both should be enthusiastic about school volunteers and work well with teachers, parents, and people from the community. The schools' coordinator of volunteers should be able to delegate responsibility, explain the why of jobs, make decisions, generate teamwork and loyalty, attend training sessions for building coordinators, and maintain regular communication with them and with the district-wide coordinator of volunteers. A good building coordinator who has been trained in the job's responsibilities and techniques can make the difference between mediocre and excellent use of volunteer services. The building coordinator of volunteers should have some experience as a school volunteer and be willing to give five to ten hours a week to the school volunteer program for at least one semester.

9. Write job descriptions for all the tasks for which volunteers will be sought.

The district-wide volunteer coordinator can supply sample job descriptions, such as those in Appendix A, but each school will decide which types of services volunteers are to provide. What are the specific requests of the teachers? How many volunteers are wanted at what hours of which days to do what? The art

teacher may request two crafts assistants each Thursday from 9 till noon to work with three primary classes. The learning disabilities teacher may want two trained volunteer reading tutors each morning from 10:30 until 12:30, and the vocal music teacher may want an accompanist during the periods when working with school choral groups. The librarian and media specialist usually request many volunteers—to operate audio-visual equipment and deliver it to classrooms, to catalog and process new books and repair old books, and some volunteers to tell stories to kindergarten and first grade students. A sixth grade teacher may want Living Historians to visit classes two mornings a week in January during a unit on events leading up to World War II; another may request help to produce a student newspaper. Each task will need a brief job description. (Appendix B includes sample teacher request forms.)

10. Get written school board support for your school volunteer program.

Written support will be helpful with some teachers and principals and gives your program added prestige in the community. The statement can be simple, such as:

> The school board approves and encourages the use of volunteer personnel in the school system.

The school board may set up an advisory committee and charge it with drawing up guidelines for use of volunteers in the schools. The volunteer coordinator has the responsibility of implementing policy recommendations, coordinating volunteer activities, and making periodic reports to the school board.

11. Check with your superintendent to learn the health requirements for school volunteers.

Does your state require tuberculin skin tests or chest x-rays of all who work with children? If so, how often are the tests required? Where are such tests given? Are they free? If not, will the school system or PTA pay for volunteers to be tested? Can tests be given in several schools on different days to make it easier for volunteers to be tested? Or can transportation be provided to take groups of volunteers to the health clinic?

12. Check on other state or local policy matters relating to volunteers.

Are volunteers covered by the same insurance as is provided for the teachers? (They are in Massachusetts and in Maryland.) What about workmen's compensation? Can senior citizens get free lunches at school on the days they are on duty? May parents work in their own child's classroom? May volunteers ride the school buses with their children? May preschool children come with their mothers on their days to work at school? Within the individual schools, are volunteers welcome in teachers' lounges? Do they have their own work space? What is the cost of lunch for adults? What does a volunteer do when a

child misbehaves? May volunteers remove splinters? Does the school have a dress code? Are jeans permitted? What types of volunteer jobs will require training? Who will provide orientation and training?

13. Develop recruitment literature.

Most school volunteer programs produce their own leaflets and posters. Some also use bookmarks, public service announcements, newspaper articles and advertisements.

14. Plan recruiting strategies.

Find out where other community agencies get volunteers and how and where other school volunteer programs recruit.

15. Plan a system for maintaining volunteer morale.

Volunteers need frequent contact with other volunteers as well as support from supervising teachers and the volunteer coordinator. What formal recognition activities will you conduct? Will you provide awards and certificates? What kind of awards? Many volunteer coordinators say the most appreciated recognition is often a scholarship to permit an outstanding volunteer to attend a workshop or a conference or to take a community college course. Promotion to more challenging responsibilities, such as training volunteers or another aspect of program management, can also be an effective way of honoring outstanding service.

16. Plan for a continuing evaluation of the program.

Many of the results of a good school volunteer program cannot be measured—the change in a child's attitude toward learning, improvement in a student's self-image, the warmth of the volunteer-child relationship. But all of the participants in your program should be asked to evaluate the program from their various points of view. Evaluators should ask if the program's specific goals and objectives are being reached.

> A New Jersey school volunteer program set these four goals, all of which can be measured: (a) relieving teachers of non-teaching chores; (b) giving individual help to children who need improvement in levels of achievement; (c) offering enrichment; and (d) securing better support for the schools.

17. Establish a communications system.

Keep volunteers, teachers and administrators informed about your activities through a newsletter which is published regularly. Send copies to community leaders and to the newspapers. Be specific about the contributions of individual volunteers who "make a difference." Produce an annual report to show the school board, administration and community that your program makes an impact.

Good school volunteer programs begin with the thinking and planning outlined here and the involvement of the whole school and community in the early stages. These steps are not difficult and they can often be taken quickly. But they are important if the program is to achieve its goals and gain community understanding and support.

Recruiting

The most successful recruiters for your school volunteer program will be an enthusiastic volunteer and a teacher who has enjoyed working with reliable trained vounteers.

Some school volunteer programs form speakers' bureaus and send teacher-volunteer teams out to recruit through presentations to various community organizations and agencies. The volunteer discusses the satisfactions of doing meaningful work with children. The teacher describes the children's unmet needs and the types of opportunities available for volunteers. Slides or a film can make these presentations more vivid. You might ask a child who has a special relationship with a volunteer to join the recruiting team.

Feature articles in the local newspaper with photos of volunteers performing various roles are effective aids to recruiting. So are bumper stickers, bus signs, ads on bus benches, press releases to local newspapers, public service announcements (especially when the voices are those of outstanding school volunteers), posters and bookmarks in libraries, and leaflets with return coupons placed in various locations in the community, including doctors' and dentists' offices.

Seek the help of service clubs and community organizations, church groups, synagogues, the education committee of your Chamber of Commerce, veterans' groups, women's groups, garden clubs, senior citizens' groups, housing developments and condominiums near your school. After the presentation, leave posters and leaflets with the name and phone number of the person prospective volunteers should contact. Arrange to come back a second time, if requested, to talk with prospects.

Even though the presentation may be effective, volunteers may be reluctant to offer themselves. They must be wooed and sought out as individuals with valuable skills which can meet the specific needs of individual children.

Don't ask, "Will you be a school volunteer?" Be more specific in your request. Ask about the prospective volunteer's interests. He or she may want to know more about what a math tutor does and what kind of training is available. Or the prospect might ask about training to work with students from other countries who need a one-to-one friendship to develop improved conversational skills in English.

Try to match your prospective volunteer's special skills, interest and experiences with your program needs. A volunteer with a journalism degree might be asked to create a superb school volunteer newsletter to help your volunteers keep in touch with all aspects of the program and improve volunteer morale. A businessman or retiree might assist with fund-raising. The volunteer role in providing career exploration is increasingly important. Pitch your recruitment efforts to point out these opportunities.

> A five-year-old girl in Rhode Island, severely hunched over from a childhood illness, had to be led everywhere she went. A school volunteer with extensive experience as a pediatric nurse worked with the child to develop balance in walking a taped line in the school corridor, and helped her to develop coordination by throwing and catching a large ball. In time the little girl was able to walk to school unassisted, and her mother was so grateful to the program that helped her daughter that she became a school volunteer.

A volunteer may want to progress through various volunteer assignments and may in time become the volunteer coordinator in the school. Many school volunteers find that the skills they learn as volunteers are saleable in the world of work.

Don't overlook the Voluntary Action Center (VAC) in your community, if you have one, or the volunteer bureau at a nearby university or community college. Talk to the Red Cross which coordinates volunteer efforts in many communities. Visit with the mayor's staff and the local social services department. Talk to civic and fraternal associations, unions, the YMCA and YWCA.

The PTA has been a traditional source of school volunteers. The volunteer coordinator in some schools is a PTA officer. Don't forget to ask the

grandparents in your community to become involved. Perhaps the children will write letters of invitation to grandparents who live nearby.

Some school volunteer programs offer Saturday or evening activities which enable working parents to participate as volunteers, for example a workshop to make learning games which other volunteers will use at school to give extra skill reinforcement—or which parents may use at home with their own children. Home-bound volunteers can contribute, too, by typing, phoning, making puppets or other learning materials.

High school students in some communities earn academic credit for tutoring or serving as classroom aides in nearby elementary schools. As they work with younger children, the students gain valuable learning and career exploration experiences.

> Boston's "Two-Way Tutoring" Program which developed during desegregation efforts is based on the idea that those who learn the most are those who teach. Students from four Boston high schools, many with low reading scores, are trained to tutor younger students in reading. Tutors increase their own reading scores as they help younger students. In 1976-77 these tutors raised their own reading scores an average of 1.2 years for an average six-month period of combined training and tutoring.

Screening, interviewing and placement

The best school volunteer will not remain long in the program if he or she is poorly placed in an assignment. The volunteer's skills, aptitudes and wishes must be matched with the needs of the school and the individual teacher's request. Some school volunteer programs place volunteers on a trial basis with the understanding that if the placement is not rewarding to the volunteer and the supervising teacher, another will be arranged. Volunteers should have the opportunity to move on to more challenging assignments as they develop their potential.

> The New York City School Volunteer Program has developed a training program for screeners who interview prospective volunteers. Care is taken to make the prospective volunteer feel comfortable in the interview. The screener asks about previous volunteer experience, education and work background without making the volunteer feel defensive. The volunteer learns about various assignments and available training opportunities. The volunteer also indicates the hours and days available, means of transportation to be used, and type of work preferred.

Interview forms for screening prospective volunteers are included in Appendix D. One is a simple form and the other complex; you will want to adapt one to fit your own situation.

Orientation and training: the distinction

The successful school volunteer program depends on its corps of responsible volunteers who understand the goals and policies of the program and feel capable in their individual assignments. Orientation and training supply this understanding and self-confidence. These two terms are sometimes confused but they have distinct meanings:

Orientation gives the volunteer an understanding of the goals and policies of the school and of the school volunteer program. It is a general introduction which is required for all school volunteers. Orientation covers such details as how to sign in and out, where to park, and the importance of confidentiality. In some communities, orientation for new school volunteers is given by the staff of the district-wide school volunteer program at a central location; in addition, each volunteer also attends an orientation session at the school where he or she will work. This building orientation includes a tour of the building and introductions to administrators and staff members.

Training can be given at several points. All volunteers get training on the job (in-service training), and some, such as those who will become math and reading tutors, will also get additional training *before* they begin to work with children (pre-service training). Continuing training may take the form of workshops offered throughout the school year. These give volunteers an opportunity to discuss mutual problems and concerns and to learn techniques to improve skills needed on the job. Special training for advanced responsibility is an especially effective form of recognition and appreciation.

Orientation

New volunteers get their first impression of the school volunteer program at the orientation session, so it is important that the atmosphere be friendly and relaxed and that the orientation session be well planned, with enough time allotted to answer all questions.

> Mary A. arrived at the school for orientation at ten minutes before 10, but it was 10:10 before she found the orientation room in a school which was unfamiliar to her. The session had not started yet, however, because the school volunteer coordinator was chatting with a friend about their respective children. The orientation program consisted of a general question and answer period which ended at 11 o'clock. Mary left the school with many unanswered questions and serious doubts that her services were really needed.
>
> Sarah W. received a phone call the day before she was to attend an orientation session. The school volunteer coordinator introduced

herself and told Sarah where to park her car on the school lot and how to find the room. She asked Sarah to bring a pencil and notebook. The orientation program began promptly at 10 AM with a welcome by the principal, who then introduced the school volunteer coordinator. After a slide show which featured volunteers working with children in a variety of tasks, two teachers spoke gratefully of the extra teaching time their volunteers gave them and of what the extra help meant to children. The reading teacher passed around two letters of appreciation written by children. After a 45-minute question and answer period, Sarah and the 19 other new volunteers were treated to lunch in the cafeteria, courtesy of the PTA. They were joined by the principal and several enthusiastic teachers who wanted more volunteers. Sarah could hardly wait to begin her assignment.

Because volunteers have other commitments, it is useful to schedule orientation sessions at different times of the day—morning, afternoon and evening. Orientation sessions should start and end on time and should not last longer than two hours. New volunteers appreciate receiving a leaflet which covers the major points of the orientation session.

Be sure to have name tags prepared for all the new school volunteers who are expected, and have extra name tags handy in case they bring friends. When volunteers find their name tags on the table, they realize that each is relied upon and valued as a person.

Ask a few experienced school volunteers, who also wear name tags, to help greet newcomers and introduce them to each other. Arrange the opening minutes of the session so that people interact with each other in terms of what they can contribute to the school volunteer program and not in terms of role, occupation or status within the community.

As you greet the new volunteers, be warm and enthusiastic so they feel welcome and at ease. If the orientation session is held at the district's central office, the superintendent of schools may welcome the volunteers. In an orientation session at a school, the principal usually greets the volunteers so they will recognize him or her and know that there is support for the school volunteer program.

After the welcome, these topics should be discussed—adapted to fit your situation and arranged in any order:

Introductions: superintendent or principal, school volunteer coordinator, the teacher or staff member who coordinates teacher requests for volunteers, plus the new volunteers themselves

History of this School Volunteer Program, with reference to the national movement and the National School Volunteer Program, Inc.; the school board's commitment to volunteers; how the program works

Goals and Objectives of This School Volunteer Program: needs of school and children; types of help requested by teachers

Health and Safety Policies: tuberculin skin tests or chest x-rays, fire drills, safety rules and precautions (such as use of papercutter in the art room, playground regulations and equipment), first aid (may volunteers apply bandaids or dispense aspirin?), what if the volunteer becomes ill while on duty?

> NOTE: Volunteers should NOT come to school when they have a sore throat, fever, a new cold or bad cough. Germs spread quickly in the classroom. Volunteers should be asked to call in when unable to come so a substitute can be arranged, if possible.

School Rules: how and where school volunteers sign in and out (important for record-keeping and for locating volunteers in an emergency—it also lets the school staff know who is in the building); volunteer name tags; liability coverage for volunteers; workmen's compensation; traffic patterns for students and adults; where volunteers eat lunch, relax, make phone calls, park, catch their buses, and other details

Teacher-Volunteer Relationships: what volunteers *do* (enrich, help with non-teaching tasks, reinforce concepts, provide extra drill, give missed tests and help with make-up work) and *don't* do (diagnose, prescribe, evaluate progress, discipline, or issue grades); the importance of reliability and confidentiality; volunteers work *only* with teachers who request them and are supervised by a teacher or staff member

Training Opportunities for School Volunteers: training for math and reading tutors, for example, and for volunteers who give practice in English conversation to foreign students; training for the Listener Program or the kindergarten screening program; mini-courses in effectiveness training or group dynamics

Tour of the School, to locate the principal's office, cafeteria, library-media center, clinic, teachers' lounge, volunteers' work space, volunteer bulletin board, volunteer check-in and -out, location of supplies and equipment, public phones, parking areas for volunteers.

Training

It takes time and energy to provide training which will give your school volunteers the skills and knowledge they need to perform well in their specific assignments, but this investment *before* they begin work is vital to the success of your program.

Poorly prepared volunteers are more likely to be undependable, require excessive teacher supervision, and will probably not remain in the program long. Such volunteers harm your program.

Volunteers who are well trained, on the other hand, are highly regarded by teachers, who transmit to the volunteers the message that they are valued members of the educational team.

Training is anything which helps to increase the volunteer's potential. Some people call this focus on people as resources "human resource development" and look on training as the key to unlocking the volunteer's ability to help solve problems. In her book, *The Effective Management of Volunteer Programs,* Marlene Wilson quotes columnist Sydney Harris, who said "Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same, but get better. But rationally we know things won't get better unless we invest ourselves in a clear and decisive plan to unlock human resources."*

The purpose of training is to help the volunteer learn how to help the child, but training can also assist in recruiting and retaining volunteers. Training helps to define the volunteer role more clearly. It gives the volunteer an opportunity for self-growth and development, and this in turn provides motivation, more self confidence and better performance. Training also helps parent volunteers understand and appreciate their own child's school experience.

Training must be relevant and geared to the needs of each volunteer. Obviously, the volunteer who assists the nurse in the clinic by answering the phone and maintaining health records will require less training before beginning the assignment than the volunteer who will work with students in a programmed math course. Review your training frequently to make sure that it meets the needs of all volunteers, including those from varied cultural and educational backgrounds.

*Wilson, Marlene, *The Effective Management of Volunteer Programs.* Boulder, Colo.: Volunteer Management Associates, 1976.

The length of the volunteer's assignment will also affect the amount of training needed. Volunteers helping to supply props for a play do not need as much preparation from the volunteer staff as volunteers who are learning to use the language experience approach with beginning readers.

Training should prepare the volunteers for the children with whom they will work as well as the subject matter. Volunteers who will work with retarded or learning disabled children need to know techniques for keeping a child's interest and attention. They should learn a variety of activities and how to use manipulative materials to reinforce concepts. Volunteers who will work in a first grade classroom need to learn what six-year-olds are like. A mini-course in child development would be very helpful to school volunteers. Volunteers who work with adolescents need to know the characteristics and developmental needs of this stage of human development.

Volunteers in inner city schools may need training to acquaint them with the needs of children from a different ethnic, social and cultural background than their own.

All school volunteers can profit from training in how to relate well to children. A volunteer tutor meeting with a child for the first time does not begin the session by asking "What does your father do?" Instead, the volunteer may show the child an interesting leaf or coin or other object or discuss a hobby of the volunteer, leading later into questions about the child's interests and activities. The child may be interested in the volunteer's childhood experiences.

The best training is that which involves the trainee, so keep lectures at a minimum. Use activities such as role-playing and simulation to make the training situation vivid and meaningful. Remember the Chinese proverb: "I hear and I forget, I see and I remember, I do and I understand." Use visual aids—slides and filmstrips, pictures of children cut from magazines and mounted on construction paper with quotations relating to your subject matter, flip charts and diagrams on the blackboard.

Don't use films or video-tapes unless you first check their quality. Never use educational jargon (such as "behavioral objectives") which the volunteer might not understand.

Who will provide the training? The reading teacher? The district math coordinator? Someone from a nearby university? The school volunteer coordinator? Trained and experienced volunteers? Sometimes a university or adult education program will offer a course in your school for both teachers and volunteers. Many volunteer coordinators believe that joint training of volunteers and teachers is very effective.

Training for tutors will require more than one session. Will this training be done on four consecutive Thursday mornings or in an intensive weekend workshop? Will the tutor trainees have an opportunity to observe a trained tutor working with a child in the subject matter they will work in? Can a film supply this learning opportunity, or a video-tape? Or could experienced tutors role-play to show techniques they use to teach multiplication tables or types of games useful for remediation?

Volunteer coordinators can profit from training in leadership, management and group dynamics.

School volunteers have various reasons for offering to serve, but all are stimulated by the knowledge that they are doing a worthwhile task well and that their assistance is acknowledged and appreciated. When your training program provides the volunteer with skills needed to perform well, you have taken a vital step toward a successful school volunteer program.

Orienting teachers to volunteer needs

A major reason for the slow decay or early death of a school volunteer program is lack of acceptance and support by teachers. Volunteers can only be effective as part of the educational team. Teachers are the other part of the team. If teachers reject volunteers as legitimate coworkers, the program cannot succeed. You can anticipate teacher resistance and minimize it by including teachers in your planning and implementation. *Never* assign a volunteer to a teacher who has not requested this help.

Teachers are trained primarily to teach children, not to supervise adults, so they may need help to learn effective ways of utilizing volunteer services. Your best trainer of teachers will probably be a teacher or principal who has enjoyed working with volunteers and knows their great potential.

Teachers *never* leave volunteers in charge of a class. When a discipline problem arises, the volunteer informs the teacher and the teacher handles it. Teachers should establish with each volunteer which tasks are the exclusive responsibility of the teacher, which tasks they will share, and which the volunteer will carry out alone or with other volunteers. Teachers should be careful not to expect volunteers to do things they are not trained for or prepared to do.

Teachers can help the volunteer to respect the rules of confidentiality of records and information and will, by example and in interacting with the volunteer, teach what should not be discussed with outsiders—a child's grade or behavior, a family situation, test scores, and other sensitive areas.

The teacher should plan the volunteer's work ahead of the volunteer's arrival. If the volunteers are to check papers, they need the answer key or a corrected paper. The volunteer needs to know where to obtain supplies and get or request equipment such as projectors and cassette players.

Some teachers keep a file folder for each volunteer. In it the teacher places instructions for the volunteer (or a cassette with verbal instructions), schedules for the children, make-up tests or work missed due to absences, a compliment, or reading material of interest to the volunteer. The volunteer may also leave notes for the teacher in the folder.

Most teachers feel that it is important to get some feedback each time before the volunteer leaves. A teacher who senses discouragement might suggest, "I will work with Bruce next time to see if I can find out what his problem is with that assignment."

Teachers should give the volunteers clear and specific instructions, pointing out the learning materials and other resources which the volunteer will use. Some volunteers enjoy creating or reproducing learning games which offer children a palatable form of extra drill (while they are on duty in the classroom or outside of school hours). Other volunteers would prefer to play these games with students who need reinforcement of skills and concepts. These games can be homemade versions of bingo, tic-tac-toe, dominoes or rummy which drill number facts and multiplication tables or give practice in applying spelling and phonics rules. Board games should be laminated so they are durable. Volunteers will find many ways to make them attractive, using colorful felt-tip markers, stickers, comic strip characters and a touch of humor.

The Word Lady

An elementary school principal who was part of an evaluation team for a suburban school near Alexandria, Va., noticed during a primary language arts class that various youngsters took their pencils and papers and left the classroom briefly. Each soon returned with an air of satisfaction, sat down and continued to write. Intrigued, she asked one of the students, "Do you mind telling me where you went when you left the room?"

"I went to the Word Lady out in the hall," he answered. "She helps us when we can't think of a word or don't know how to spell something."

Thus one school volunteer sitting in a hallway aids many a budding author and gives the teachers more uninterrupted time to teach.

The teachers who are most successful in working with volunteers are those who respect the volunteers as persons and make them feel a part of the educational team. They draw on the volunteer's creativity, critical thinking, experiences and unique skills. Some volunteers can contribute to a unit on urban renewal or colonial America. Others can demonstrate how to wrap a sari or arrange a field trip to give hands-on experience related to a unit of study. Some create learning centers or prepare bulletin boards which involve the students and stimulate thinking.

Volunteers are usually busy people who are also involved in other activities. The teacher who values their services will not give volunteers *only* menial chores such as running off dittos and cleaning up after projects, though many volunteers are happy to help with these chores in addition to their more challenging responsibilities.

The teacher should prepare children for the volunteer who will work with them by building a positive attitude toward the volunteer's contribution. Children usually become very attached to a volunteer in their classroom, so when a volunteer leaves an assignment, the teacher and/or volunteer should explain the reason for leaving.

Communication is a most important aspect of the teacher-volunteer relationship. Teachers should arrange for a time to talk with the volunteer when children are not present so they can speak frankly and openly. Both should feel free to make suggestions.

The teacher should get the volunteer's home phone number so he or she can call if a field trip or other sudden schedule change occurs and the volunteer will not be needed on a particular day. Volunteers who tutor individual children will want to know when a child makes good progress in the tutored subject, so teachers should share such good news with the volunteer tutor to the degree that is appropriate. Teachers and volunteers do not discuss a particular child in front of that child or other children. Teachers never criticize a volunteer in front of children just as volunteers do not criticize teachers publicly.

The teacher should leave written instructions for substitute teachers about volunteer responsibilities—also written instructions for volunteers about how to work with the substitute teachers.

The teacher who invests a lot of time and energy providing on-the-job training for a volunteer does not want to lose that volunteer. The volunteer who stays in the program is one who receives satisfaction from the kinds of assignments done as well as the day-by-day appreciation of the teacher and children (which usually means a great deal more to the volunteer than a certificate at the end-of-year recognition dinner or reception). Sometimes volunteers are included in staff meetings and in team planning sessions. Staff and volunteer social events create good interpersonal relations.

The payoff for the teacher who invests time in training and working with a volunteer is the extra time he or she gets to spend with individual stu-

dents, assessing their needs, giving personal guidance and support, and evaluating their progress.

Maintaining volunteer morale

From their first contact with the program, volunteers should develop a feeling of belonging which increases their desire to participate. The backbone of your school volunteer program is a group of satisfied, well-motivated volunteers who return year after year. This group will also be your best source for recruiting additional volunteers.

Volunteers work at school for many reasons. They get no paychecks. For most, their reward is a high degree of satisfaction from the volunteer performance. This satisfaction comes from within, but students, teachers, administrators and the volunteer coordinator can do much to maintain volunteer morale.

The volunteer's "pay" is often the wide welcoming smile of a child, a scribbled note from a second grader, a picture "that I drew just for you," and the warm day-by-day relationships with the supervising teacher, other staff members, and volunteers. Other rewards include birthday cards from children, the teacher and coordinator, and notes and cards sent to volunteers who are ill or absent, saying they are missed at school.

Learning new skills is a volunteer benefit. Many young mothers who have felt tied to their homes enjoy giving a few hours each week at school. As their satisfactions increase, they give more hours, and soon they realize that they have skills which are valued on the job market. Many volunteer coordinators who are now paid professionals began their careers as unpaid school volunteers. Given the current economic and labor market conditions, almost everybody is working, but still, a volunteer experience can lead to career advancement and/or changes for both men and women.

Thirty-six states now credit volunteer experience for civil service positions, and the application form for federal jobs now includes a question about volunteer work experience.

Public recognition of the contributions of school volunteers is also important. Give your school board an annual report summarizing the number of volunteer hours contributed in various categories, hours of training offered, types of service given, excerpts from evaluations by program participants, budget, and a few human interest stories. Share your school volunteer newsletter with the community and send copies of it to the mayor and city council, school board, civic associations, other community leaders and organizations. Give your local newspaper frequent feature articles describing the work of individual volunteers who do outstanding work. Include black and white glossy print photos, if possible. Nominate these exceptional volunteers for awards in the community. Reward outstanding volunteers with "scholarships" to workshops and conferences, or give them memberships in the National School Volunteer Program, Inc.

Annual volunteer recognition events are also good public relations and an official way to say thank you.

- Volunteers in West Chester, Pa., who give regular service for five or more continuous months receive a card which admits them to all school-sponsored activities, including high school plays and sports events.

- Students at Bren Mar Park School in Fairfax County, Va., decorated a white sheet with bright felt markers—warm messages of thanks and "pictures" of their favorite volunteers. The sheet became the tablecloth for the volunteer awards ceremony.

- A restaurant in Cedar Rapids, Iowa, treated that community's school volunteer coordinators to dessert and coffee.

Older school volunteers—a boundless resource

"So many of our mothers have gone to work that it's hard to find enough school volunteers to fill teachers' requests," many schools report. But every community has what Willard Wirtz calls "a boundless resource" of talent in its increasing number of capable older adults—retirees, grandparents and other older Americans.

The United States today has more healthy, well-educated, financially independent older adults than all the rest of the world, and this pool of talent grows larger each year. By the year 2000, the United States will have 31 million citizens aged 65 and older.

Most men and women who retire in their 60's are still vigorous. They are relieved of family responsibilities and want to stay active. They have skills, energy and time as well as years of experience in human relations, knowledge and compassion. These people can bring a lot to the classroom. They have time to listen to children and to relate to them. They bring motivation and enrichment as well as understanding of the world of work.

Older adults perform the same services as other school volunteers; they tutor, serve as classroom assistants, offer enrichment and serve as bridges to the community. They sponsor special interest clubs so that children can learn film animation, carpentry, gardening or nearly forgotten crafts such as tatting. They can help with the management of your school volunteer program and with fundraising. Retirees can become trainers, recruiters, screeners and coordinators. They can perform or demonstrate in fine arts and arrange for valuable field trips which are "off the beaten path."

In days gone by, most American children had close contact with grandparents, aunts and uncles, but today's children often lack contact with older people. Thus older school volunteers act as surrogate grandparents for

many children and develop a special closeness with them. Older men are special treasures for children and are eagerly sought out in the classroom.

In addition to these services, older school volunteers play two other important roles:

Living Historians—Older school volunteers can make social studies come alive by being interviewed by the class about history through which they have lived. They answer questions about what it was like to live in Hitler's Berlin in 1939 as a Jew. They describe personal experiences such as a flood, a flu epidemic, the civil rights campaigns and race riots. They describe the one-room schools they attended and recall memories of their first ride in a car or plane (when the cabin was not pressurized). Teachers who have utilized Living Historians rate this personalization of history very highly.

Career Education—Older school volunteers, with a lifetime of experience and know-how, can share first-hand information about careers. They can discuss the skills needed for a particular job, that job's rewards and drawbacks, advancement opportunities and the lifestyle it affords. They can open doors to the business community and help set up hands-on experiences for students through mini-apprenticeship and shadow programs.

Volunteer coordinators give high grades to their older school volunteers. "The senior volunteers we have in the schools . . . have brought overwhelmingly favorable comments from the teachers," according to an evaluation of Houston's older school volunteer program. "The extra wisdom and patience probably do it. They are enthusiastic and skillful, too. Or it may be that those volunteer hours mean more to the senior citizen. Our experience has shown them to be extremely reliable and eager to contribute to the children's learning. Many consider it a second career. They have shown less generation gap with the children than do the middle-aged. They tend to be direct and the students love that."

The New York City School Volunteer Program finds that the older school volunteers tend to stay in the program longer than other volunteers.

A report of the DOVES program (Dedicated Older Volunteers in Educational Services) in Los Angeles notes that many of the older school volunteers enjoy working with handicapped children. "Older volunteers know how important independence is, and the opportunity to help youngsters to achieve it despite handicaps was a challenge that captured their energy and commitment. The children responded and veritable miracles of development occurred," reported one program director. Forty percent of the DOVES are men.

Special needs of older school volunteers

Many volunteer coordinators note that more individual attention is required in placing an older school volunteer. The coordinator often personally takes the new recruit to introduce her or him to the teacher and other staff members, then checks back with the newly-placed volunteer and with the supervising teacher to make sure that the placement is good and that there are no unresolved problems.

Older adults often must be convinced that they truly have something to offer in the schools. "I've been out of school so many years—I don't know what I could do to help," many say. In Springfield, Mass., the school volunteer program held a Back-to-School Day for senior citizens. Once older volunteers get into the schools they find that schools, especially at the elementary level, are very much like those they remember, and that "the new math" which scares some still requires the child to memorize number facts and learn basic processes.

Media reports of violence or other threatening behavior of students may be a barrier to involvement of older adults. But these fears can be eased by a visit to the school. In Portland, Ore., a Grandparents' Day is held each year and all grandparents are treated to a free lunch in the elementary school close to their homes.

Transportation is often a problem for older school volunteers, especially if they are asked to work in the inner city or outside their neighborhoods. The School Volunteer Program of Greater Miami asked Mayor Steve Clark for help with transportation for older volunteers; two Metro buses were provided to take senior citizens from Miami Beach to inner city schools where volunteers are needed. In Houston, younger volunteers provide transportation for about half of the older school volunteers who need it.

The Retired Senior Volunteer Program in Seattle provides mileage or gives busfare to volunteers over 60 who require it, if they volunteer close to their homes. Seattle hopes to use a 24-seat school bus to make two trips four times a week, carrying volunteers to schools where volunteer involvement is now limited. Some RSVP programs and other senior citizen organizations have their own mini-buses, as do some corporations whose retirees

are school volunteers. The Equitable Life Assurance Society in New York City uses its mini-bus to transport retirees to a school in Harlem two mornings a week. The retirees meet at the company headquarters in Manhattan and go as a tutorial group to the school. They are treated to lunch when the mini-bus returns them to company headquarters.

Some programs offer free lunches to older school volunteers who are on duty at lunchtime. The PTA or local RSVP sometimes covers the cost of the lunches.

> Many more tips on involving older school volunteers are contained in NSVP's OLDER SCHOOL VOLUNTEER KIT. The kit includes an 18-minute filmstrip, a cassette narrated by Kitty Carlisle, a poster, photo booklet, and a booklet of guidelines which gives techniques found useful in seven cities which have pioneered in involving older school volunteers; Boston, New York, Miami, St. Louis, Houston, Los Angeles and Seattle.

Funding your school volunteer program

It all sounds good, you may be thinking, but how could your school district afford such a volunteer program in these days of increasingly tight budgets?

School volunteer programs are cost effective. They are inexpensive when you consider the enormous benefits they bring to the system. The cost of a program will vary, depending on location and on the depth of the program. Some programs operate with no allocated budget at all, while some in major cities offer comprehensive services and have budgets of more than $300,000 with a paid staff of 20.

Basic program costs include the salary of the coordinator and part-time clerical help, postage, supplies, a telephone and some printing capacity. Usually office space can be provided by the school system.

Some school volunteer programs are funded solely by the school district. Others have found funds in the community and elsewhere. Some use a combination of local, state, federal and private funds.

The Junior League has started school volunteer programs in many cities. In Worcester, Mass., for example, the Junior League agreed to give $11,000 over a three-year period to pay the expenses of starting a school volunteer program. The school administration agreed that if the program proved successful, it would take over all operating expenses at the end of three years, including the salary of a fulltime coordinator and a secretary.

The Volunteer Services Program in rural Roane County, Tenn., was funded fully by Title I funds from 1970 until 1977-78, when three-fourths of the coordinator's salary came from Title I and one-fourth from local funds. In 1977-78, VISTA volunteers there were assigned to eight Title I schools to involve more low-income parents in the school program and to serve the identified needs of low-income students in the schools.

Fairfax County, Va., a suburb of Washington, D.C., has had a coordinated school volunteer program since 1975. The county's population is 600,300 and its 127,978 students make the school system the tenth largest in the United States. The salaries of the fulltime coordinator of volunteers and a part-time secretary come from the Department of Instructional Services. Salaries of four half-time volunteer coordinators come from the budgets of their respective area offices. (In 1979-80, 30,111 Fairfax County school volunteers gave 833,010 hours of service.)

Some school volunteer programs use Reading Is Fundamental funds. The Retired Senior Volunteer Program (RSVP) has started some programs, as have Parent-Teacher Associations, the American Association of University Women, and the National Council of Jewish Women.

Local foundations and corporations contribute to some programs. To secure these funds, a staff member or school administrator has written an effective grant proposal outlining the specific activities which the requested funds will support.

A new trend in financing school volunteer programs is to incorporate outside the school system so that the program can receive grants from foundations and corporations as well as funds from the school budget. In this situation, the school volunteer program contracts with the school district to provide specific services and receives a sum for these services. School Volunteers for Boston, Inc., is incorporated in this manner. School volunteer programs in New York City and Miami have established a "Friends of the School Volunteer Program" in order to receive funds from donors.

Another source of financial support is in-kind contributions, such as free printing services donated by a company which has its own inhouse printing plant. Other examples are a bank lending its meeting rooms, a restaurant paying for a recognition tea, or a newspaper providing space for a volunteer-of-the-week feature story. Sometimes business firms will agree to take turns sponsoring an issue of the volunteer newsletter.

Some successful school volunteer programs begin without a paid staff, but their effectiveness multiplies when a paid professional coordinator is hired. Management of volunteer programs has become a new profession, and such management results in quality control, accountability, improved liaison between volunteers, teachers and administrators. A professional coordinator gives status to the program because the community realizes that the school board and administration truly believe in volunteers if they think enough of their contributions to support the program in the school budget. The professional coordinator arranges for the hundreds of details which are vital to the program's success, and keeps the quantity and quality of volunteer contributions improving from year to year.

It is difficult to measure the benefits of a school volunteer program, for as a former commissioner of education noted, "What school volunteers give, money can't buy."

APPENDIX A

Volunteer Job Descriptions

Volunteer Assignment: Math tutor

Objective: To give extra drill in computation skills, such as addition and subtraction facts and multiplication tables, and to help students understand number concepts and processes.

Time Requirement: At least two hours a week for one semester, during school hours.

Duties: Math tutors work under the direction of a classroom teacher, math teacher, or other staff member and help with these activities:

- give help to individuals or small groups;
- help students who were absent make up missed work;
- prepare or use math games and learning materials with a child or small group;
- duplicate materials for use in the classroom or at home;
- help students relate math skills to real life (such as in sports, maps, weather, purchases);
- assist with record keeping.

Training Provided: Math tutors receive training before they begin work and may attend math workshops throughout the school year.

Qualifications: Volunteers should be patient, cheerful and willing to follow directions; some knowledge and ability in the "new math" is helpful.

Contribution: Math tutors enable teachers to have more time to work with individuals and with the class. Math tutors help students master skills which enable them to succeed in math and thus help the child improve in self image and develop a more positive attitude toward school.

Volunteer Assignment:	Classroom assistant
Objective:	To assist the teacher in motivating and guiding each student to develop to potential.
Time Requirement:	At least two hours a week for one semester, during school hours.
Duties:	The classroom assistant works under the direction of a classroom teacher. Tasks usually include some of these activities: • give help to individuals or small groups; • assist students with special projects and research; • prepare games and learning materials; • share talents and resources; • check attendance and permission slips; • collect money for lunch or supplies; • create learning centers or involvement bulletin boards; • help with arrangements, such as for field trips or use of audio-visual equipment.
Training Provided:	Classroom assistants receive training before they begin work in the classrooms and learn on-the-job. They may attend workshops throughout the school year.
Qualifications:	Classroom assistant volunteers should enjoy working with children and be able to relate to them. They must be patient and cheerful and willing to follow directions.
Contribution:	Classroom assistants enable the teacher to have more time to teach; they give children more individualized attention which leads to increased performance.

APPENDIX B

Teacher Request Forms

(samples from Seattle school volunteer program)

NEEDS ASSESSMENT FOR VOLUNTEERS

School _____ Address _____

Principal _____ Phone _____

Coordinators (staff or volunteer) _____

Hours school in session _____ Number of students _____

Primary _____ Intermediate _____ Junior High _____ High School _____

INDICATE NUMBER OF VOLUNTEERS NOW BEING USED IN THESE CATEGORIES:

Under age 55 _____ Over 55 _____ High school _____ College _____ Parents _____

Grandparents _____ Business persons _____ Retired _____ M _____ F _____

How many teachers in your building? _____ No. using volunteers _____

Average number of hours each volunteer gives weekly _____

Could plans be made for after-school or evening tutoring? Y _____ N _____

Could volunteers prepare material at home for school use? Y _____ N _____

Do you have suggestions for making the program more helpful?

_____

_____

(over)

PLEASE INDICATE TYPE AND NUMBER OF VOLUNTEERS YOU DESIRE

Classroom _____ Reading _____ Math _____ Clerical _____

Nurse _____ Playground _____ Lunchroom _____ English as Second Language _____

Spec. Ed. _____ Visual motor preception _____ Special School Spkrs. _____

Career Ed. _____ Friday Choice _____ Classic Books _____ Enrichment _____

Other _____ (Please specify) _____

Is orientation for volunteers given by staff and teacher? Y _____ N _____

Do you provide special place for supplies and coats? Y _____ N _____

Could volunteer eat in lunchroom with faculty? _____ students? _____

Are there school materials for volunteers' use? Yes _____ No _____

Is on-the-job training provided? Yes _____ No _____

Do you have PTA involvement in programs? Yes _____ No _____

Do you receive a gift from PTA? Yes _____ No _____

Is there opportunity for teacher-volunteer communication?

Weekly _____ Bi-monthly _____ Monthly _____

Would a volunteer have to climb stairs to volunteer in your building?

Yes _____ No _____ Many? _____ Only a few _____ None _____

Bus routes near _____ or at _____ your school: _____

APPENDIX C

Volunteer Application Form

from Canton City Schools, Canton, Ohio

OFFICE USE ONLY

School: _____
Date: _____
Assignment: _____
Hours: _____
TB X-ray: _____

NAME _____ DATE _____
last first

ADDRESS _____ ZIP _____ PHONE _____

BIRTH DATE _____ NO. OF CHILDREN _____ AGES _____
Mo day year

EDUCATION (circle last year completed) Grade 8 9 10 11 12

Major subjects _____ College 1 2 3 4 Grad _____

SPECIAL TRAINING _____

_____

SKILLS-HOBBIES _____

_____

LANGUAGES _____ Can you type? Yes _____ No _____

ACTIVITIES-ORGANIZATIONS _____

_____

VOLUNTEER PROGRAM PREFERRED:

Reading tutor _____	Classroom aide _____	English aide _____
Math tutor _____	Kindergarten aide _____	Drama _____
Special ed _____	Primary aide _____	Home Ec _____
Library aide _____	Inter/upper aide _____	Vocational Ed _____
Music _____	Junior high aide _____	Lunchroom/
Art _____	High school aide _____	Playground aide _____
Phys. Ed. _____	Clerical _____	Other _____

SCHOOL PREFERRED (1) _____ (2) _____ (3) _____

Check days and hours you can serve

	MON	TUES	WED	THUR	FRI
AM					
PM					

IN CASE OF EMERGENCY, NOTIFY:

Name _____
Address _____
Phone _____

State briefly why you would like to become a school volunteer (use back if necessary)

_____

_____

APPENDIX D

Interview Forms

The simple interview form on this page and the more comprehensive form used by the New York City School Volunteer Program (on succeeding pages) are used by the person who screens volunteers. You should use these ideas to develop your own screening form for use in interviewing prospective volunteers.

SIMPLE INTERVIEW FORM

Name of prospective school volunteer _____

Name of interviewer _____

Volunteer's interests and skills:

_____

_____

Expectations and goals for volunteering:

_____

_____

_____

RECORD OF ASSIGNMENT

School: _____ Contact person: _____

Days: _____ Hours: _____

Duties: _____

_____

Orientation:

Date: _____ Time: _____

Training:

Date: _____ Time: _____

Additional comments:

_____

_____

BOARD OF EDUCATION — CITY OF NEW YORK
SCHOOL VOLUNTEER PROGRAM

Applicant Interview

IDENTIFICATION AND CONTACT

ID No. _____ (1-4)

Date _____ (5-10)

1. Name _____
last first

2. Address _____
street city ZIP
MA BK QN BX SI Oth
1 2 3 4 5 6 (11)

3. Telephone _____
home business
Co Sch/Dist Sender Oth
1 2 3 4 (12)

4. Interviewed by _____ At _____

5. How did you hear about SVP? _____
1 media publicity 2 SVP volunteer 3 neighborhood organization
4 RSVP 5 employer 6 union 7 other (13)

If employer or union: name _____ (no. _____) (14-15)

DEMOGRAPHIC ITEMS. I would now like to ask you a few background questions about yourself. This is simply to give us a picture of the volunteers who come to SVP.

6. (BY OBSERVATION) Sex: male female Ethnicity: Wh Hisp Bl Oth Dk
1 2 1 2 3 4 5 (16-17)

7. What is your age? _____ (18-19)

8. What is your present marital status? single married separ. divor. widow
1 2 3 4 5 (20)

9. Do you have any children? _____ No *If yes:* number _____ (21)

10. Are any of them presently attending school? _____ No *If yes:* number _____ (22)

Where? _____ (23)

11. Do you have any grandchildren? _____ No *If yes:* number _____
1 some grade sch. 2 grade sch. 3 some high sch. 4 high sch.
5 post high voc. 6 some college 7 college 8 graduate (24)

If college or graduate: name _____

13. When was that? (Record year) Where was that? _____
_____ 1 NYC 2 other USA 3 outside USA (25-27)

14. Have you taken any adult education courses? 1 Yes 2 No (28)

If yes, specify _____

15. What is or has been your main occupation? _____
1 professional 2 manager, official, prop. 3 clerical, sales
4 craft, tech. 5 operative, laborer 6 service worker
7 student 8 homemaker 9 other (29)

16. Are you presently employed full or part-time, or retired, or what?
1 emp. full-time 2 emp. part-time 3 retired 4 none of these (30)

PARTICIPATION. It would be helpful for us to know something about any volunteer work you may have done and about your experience with children.

17. Have you done any volunteer work? 1 Yes 2 No (31)

If yes: What kind of work was that? (Specifics on what, where, when and how long.)

18. Have you had any recent contacts with children? *If yes:* What kind was that?

0 no 1 own children 2 grandchildren 4 other (SUM CODE) (32)

(Specifics)

19. About how often do you do this? _____
1 daily 2 few times week 3 weekly 4 monthly 5 less often (33)

20. Have you every been active in any of the following? Now, or in the past, or never?

	Now	*Past*	*Never*	
PTA or parents' group	1	2	3	(34)
Church or religious organization	1	2	3	(35)
Social club or lodge	1	2	3	(36)
Crafts or hobby club	1	2	3	(37)
Any other kind of organization _____	1	2	3	(38)

SKILLS AND PLACEMENT PREFERENCE. I would now like to ask you a few questions about any special skills you may have and about the kind of volunteer service you would like to do in the school.

21. First, are you fluent in any other language? *If yes:* Which? _____
1 no, English only 2 Spanish 3 Spanish and other 4 other (39)

22. Are you skilled in any of the following areas?

	Yes	*No*	
Music or dance	1	2	(40)
Art or writing	1	2	(41)
Mathematics	1	2	(42)
Science	1	2	(43)
Health care	1	2	(44)
Athletics	1	2	(45)
Office skills	1	2	(46)
Handicrafts	1	2	(47)
Anything else, including a hobby	1	2	(48)

23. (EXPLAIN ACTIVITY AND GRADE OPTIONS)
Which activity would you prefer?
1 reading help 2 conversational English 3 classroom assistant
4 special ed. 5 other 6 no preference (49)

24. Is there a particular grade level you would prefer? _____
1 gr. K-2 2 gr. 3-6 3 jun. high 4 sen. high 5 no preference (50)

AVAILABILITY. In order for us to match your schedule to the school's, it would be helpful for us to know something about the time you have available and about other things which may affect your availability. (EXPLAIN SCHEDULE OPTIONS.)

25. Which two days are you available to serve each week?
1st day: 1M 2T 3W 4Th 5F 6 no pref. (__ AM __ PM __ both) (51)
2nd day: 1M 2T 3W 4Th 5F 6 no pref. (__ AM __ PM __ both) (52)

26. If there anything which might make it difficult for you to follow this schedule regularly, such as family responsibilities or vacations? 1 Yes 2 No (53)
If yes: What is that?

27. Do you have any health condition which may make it difficult for you to work in a school? For example, do you have a hearing or vision problem, or would it be hard for you to climb stairs? 1 Yes 2 No (54)
If yes: What is that?

28. (EXPLAIN LOCATION OPTIONS)
Where in the city would you be able to serve? Own dis. oth. No pref.
1 2 3 (55)

29. Which subway and bus lines are you near? _____

30. Which cross streets are you near? _____

31. Is car transportation availabe to you? 1 Yes 2 No 3 DK (56)
If yes: Would you use your car? 1 Yes 2 No 3 DK (57)

32. Have you had a TB chest X-ray or tuberculin test within the past year? * 1 Yes 2 No (58)
(EXPLAIN PROCEDURES) (__ phys __ clinic)

33. References: family physician _____
other _____

34. Person to be notified in emergency (name, relation to applicant, phone number): _____
_____

INTERVIEWER RATINGS AND RECOMMENDATIONS

Area ratings:	*Exc.*	*Good*	*Avg.*	*Fair*	*Poor*	
Ability to listen	1	2	3	4	5	(59)
Ability to communicate	1	2	3	4	5	(60)
Appearance	1	2	3	4	5	(61)
Flexibility replacement	1	2	3	4	5	(62)
Leadership potential	1	2	3	4	5	(63)

Overall: 1 highly acceptable 2 acceptable 3 not acceptable

If acceptable: recommendation for location _____

activity _____

grade level _____

If not acceptable: action taken _____

COMMENTS

References sent: _____ Training: _____ _____ _____
date place date type

APPENDIX E

Evaluation Forms

(Sample form)

Date _____

TEACHER (OR STAFF MEMBER) EVALUATION OF VOLUNTEER ASSISTANCE

Teacher or staff member _____ School _____

Name of volunteer being evaluated _____

1. Does the volunteer have good rapport with the children or adults? Yes ___ No ___

Comment _____

2. Do you feel that the climate for learning has been improved by this volunteer's service? Yes ___ No ___

Comment _____

3. Has there been any evidence of change in your pupils as a result of this volunteer's service? Yes ___ No ___

Comment on kinds of changes _____

_____

4. Has the volunteer increased your efficiency as a teacher relating to your:

   a. planning? Yes ___ No ___ How? _____

   b. teaching? Yes ___ No ___ How? _____

   c. professional growth? Yes ___ No ___ How? _____

5. Has the volunteer shown initiative in helping in the classroom? Yes ___ No ___

How? _____

_____

6. Do you feel that the volunteer got adequate training before being assigned? Yes ___ No ___ Comment _____

_____

7. Has the on-the-job training of the volunteer proved satisfactory? Yes ___ No ___ Comment _____

_____

8. In what areas was the volunteer most helpful? _____

_____

9. What skills of the volunteer were most helpful? _____

_____

10. What additional skills would enhance the volunteer's value to you?

_____

11. What suggestions do you have to improve the training or efficiency of the volunteer?

_____

12. Has the on-the-job supervision of the volunteer been satisfactory? Yes ___ No ___

13. Should the volunteer be encouraged to continue in the program? Yes ___ No ___

Why? _____

14. What additional suggestions can you make to improve the quality of the volunteer program?

_____

(Use the other side for additional comments if additional space is needed for answers.)

Self Evaluations

Evaluation of school volunteer programs should be continuous, and should include self-evaluation by volunteers and by teachers who utilize their services. You may want to adapt these questions for use in your program:

Self-Evaluation for the Volunteer

- Have I shared with the teacher my skills and interests which might be useful in my volunteer service?
- Do I make suggestions as to how I can be of further help?
- Am I effective in helping children who have problems?
- Do I make an effort to learn by observing the teacher and children?
- Am I discreet and tactful in working with children and teachers, and careful to observe the rules about confidentiality?
- Am I able to accept criticism?
- When I am unable to come to school do I contact the school promptly?
- Am I reliable and prompt?
- Do I take advantage of training opportunities to enhance my skills as a school volunteer?
- Do I share my enthusiasm for my work at school with friends and community members?

Self-Evaluation for the Teacher

- Have I utilized the special skills and interests of the volunteer to enrich learning opportunities?
- Have I planned well for the time the volunteer spends with me so that time is used well and the volunteer feels a sense of fulfillment?
- Have I permitted the volunteer to work directly with children in tasks which are rewarding both to the volunteer and the children?
- Have I established a system for continuing communication, including a time each week when we can talk together about classroom activities?
- Have I helped the volunteer to learn new skills and take advantage of training opportunities?
- Have I made the volunteer feel that he or she is a valued member of the educational team?
- Have I expressed my appreciation often and made others aware of ways in which the volunteer enhances my efforts as a teacher?
- Have I sought out new activities to involve volunteers?

NSVP membership—
what's in it for you:

- a newsletter to keep you in touch with what's happening in other school volunteer programs;
- help in starting or improving your program;
- conferences and workshops where you can share ideas and materials;
- discounts on publications and multi-media materials.